

Index for Volume 40, 1989

Authors and Titles

- "The Abstraction Ladder in Freshman Composition," Marcia Bundy Seabury (Feb), 89-92.
- "A Bridge to Academic Discourse: Social Science Research Strategies in the Freshman Composition Course," Ingrid Daemmrich (Oct), 343-48.
- Arrington, Phillip and Frank Farmer, Review of *Three Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling*, by Barbara E. Walvoord; *Style: Ten Lessons in Clarity and Grace*, by Joseph M. Williams; and *Clear and Coherent Prose: A Functional Approach*, by William Vande Kopple (Dec), 486-89.
- Bamberg, Betty, Review of *Composition Research/Empirical Designs*, by Janice M. Lauer and J. William Asher (Oct), 352-53.
- Bartholomae, David, "Freshman English, Composition, and CCCC" (Feb), 38-50.
- Barton, Ellen and Ruth Ray, "Response to Christina Haas and Linda Flower, 'Rhetorical Reading Strategies and the Construction of Meaning'" (Dec), 480-81.
- "Beginning Writers: Diverse Voices and Individual Identity," Joy S. Ritchie (May), 152-74.
- "Beyond Process Pedagogy: Making Connections Between Classroom Practice and Adult Literacy," Lee Ann Leeson (Feb), 73-79.
- Bizzell, Patricia, Review of *The Social Construction of Written Communication*, edited by Bennett A. Rafoth and Donald L. Rubin (Dec), 483-86.
- "Bridging Gaps: Analyzing Our Students' Metaphors for Composing," Lad Tobin (Dec), 444-58.
- Brossell, Gordon and James Hoetker, "The Effects of Systematic Variations in Essay Topics on the Writing Performance of College Freshmen" (Dec), 414-21.
- Campbell, Kim Sydow, Review of *A Linguistic Study of American Punctuation*, by Charles F. Meyer (May), 242-43.
- CCCC Committee on Professional Standards, "CCCC Initiatives on the Wyoming Conference Resolution: A Draft Report" (Feb.), 61-72.
- "CCCC Initiatives on the Wyoming Conference Resolution: A Draft Report," CCCC Committee on Professional Standards (Feb), 61-72.
- "Centerfield," Kevin Davis (May), 224.
- "The Classroom and the Wider Culture: Identity as a Key to Learning English Composition," Fan Shen (Dec), 459-66.
- Clifford, John, Review of *A Preface to Literacy: An Inquiry into Pedagogy, Practice, and Progress*, by Myron Tuman (May), 239-241.
- "Cognition, Context, and Theory Building," Linda Flower (Oct), 282-311.
- "Composition and Poststructuralism: A Tale of Two Conferences," John Schilb (Dec), 422-43.
- "Composition Textbooks: Publisher-Author Relationships," W. Ross Winterowd (May), 139-51.
- "Computer Conferencing and Collaborative Learning: A Discourse Community at Work," Delores K. Schriener and William C. Rice (Dec), 472-78.

- Conference on College Composition and Communication, "Statement of Principles and Standards for the Postsecondary Teaching of Writing" (Oct), 329-36.
- Coon, Anne C., "Using Ethical Questions to Develop Autonomy in Student Researchers" (Feb), 85-89.
- Crusius, Timothy W., Review of *In Defence of Rhetoric*, by Brian Vickers (May), 231-32.
- Daemmrich, Ingrid, "A Bridge to Academic Discourse: Social Science Research Strategies in the Freshman Composition Course" (Oct), 343-48.
- Dasenbrock, Reed Way, Review of *Shaping Written Knowledge: The Genre and the Activity of the Experimental Article in Science*, by Charles Bazerman (Oct), 354-55.
- Davis, Kevin, "Centerfield" (May), 224.
- Dean, Terry, "Multicultural Classrooms, Monocultural Teachers" (Feb), 23-37.
- "Demystifying the Job Search: A Guide for Candidates," Trudelle Thomas (Oct), 312-27.
- "Directing Freshman Composition: The Limits of Authority," Gary A. Olson and Joseph M. Moxley (Feb), 51-60.
- "The Effects of Systematic Variations in Essay Topics on the Writing Performance of College Freshmen," James Hoetker and Gordon Brossell (Dec), 414-21.
- "Ethnography in the Writing Classroom," Howard B. Tinberg (Feb), 79-82.
- Faigley, Lester, "Judging Writing, Judging Selves" (Dec), 395-412.
- Farmer, Frank and Phillip Arrington, Review of *Three Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling*, by Barbara E. Walvoord; *Style: Ten Lessons in Clarity and Grace*, by Joseph M. Williams; and *Clear and Coherent Prose: A Functional Approach*, by William Vande Kopple (Dec), 486-89.
- "Fish, Spring, Window," Leonora Smith (Dec), 443.
- Flachmann, Kim, Review of *The Plural I—and After*, by William E. Coles, Jr.; and *Seeing Through Writing*, by William E. Coles, Jr. (Oct), 357-60.
- Flower, Linda, "Cognition, Context, and Theory Building" (Oct), 282-311.
- Flower, Linda and Christina Haas, "Reply to Ruth Ray and Ellen Barton" (Dec), 482.
- Fluitt-Dupuy, Jan, "Publishing a Newsletter: Making Composition Classes More Meaningful" (May), 219-23.
- "Freshman English, Composition, and CCCC," David Bartholomae (Feb), 38-50.
- Friedmann, Thomas, "Response to Carroll Viera, 'The Grammarian as Basic Writer'" (May), 225-26.
- Gage, John T., Review of *The Literate Mode of Cicero's Legal Rhetoric*, by Richard Leo Enos (May), 230-31.
- Gorrell, Donna, Review of *Joining the Literacy Club: Further Essays into Education*, by Frank Smith (May), 241-42.
- Greenberg, Karen L., Review of *The IEA Study of Written Composition I: The International Writing Tasks and Scoring Scales*, edited by Tom P. Gorman, Alan C. Purves, and R. Elaine Degenhart (May), 244-45.
- Haas, Christina and Linda Flower, "Reply to Ruth Ray and Ellen Barton" (Dec), 482.
- Harleman, Ann, "Riddle 28" (Dec), 458.
- Harris, Joseph, "The Idea of Community in the Study of Writing" (Feb), 11-22.
- Hashimoto, I., Review of *Writers on Writing, Volume II*, edited by Tom Waldrep (May), 245-46.
- Haswell, Richard H., "Reply to Walter Minot" (May), 227.
- Heller, Dana A., "Silencing the Soundtrack: An Alternative to Marginal Comments" (May), 210-15.
- Herrington, Anne J., Review of *How Writing Shapes Thinking: A Study of Teaching and Learning*, by Judith A. Langer and Arthur N. Applebee (Feb), 100-02.

- Hoetker, James and Gordon Brossell, "The Effects of Systematic Variations in Essay Topics on the Writing Performance of College Freshmen" (Dec), 414-21.
- "The Idea of Community in the Study of Writing," Joseph Harris (Feb), 11-22.
- Jenseth, Richard, "Understanding *Hiroshima*: An Assignment Sequence for Freshman English" (May), 215-19.
- "Judging Writing, Judging Selves," Lester Faigley (Dec), 395-412.
- Kostelnick, Charles, "Process Paradigms in Design and Composition: Affinities and Directions" (Oct), 267-81.
- Larson, Richard L., Review of *The Making of Knowledge in Composition: Portrait of an Emerging Field*, by Stephen M. North (Feb), 95-98.
- Leeson, Lee Ann, "Beyond Process Pedagogy: Making Connections Between Classroom Practice and Adult Literacy" (Feb), 73-79.
- Lipscomb, Delores, Review of *Sharing Writing: Peer Response Groups in English Classes*, by Karen Spear (Feb), 103-04.
- Lloyd-Jones, Richard, Review of *The Making of Knowledge in Composition: Portrait of an Emerging Field*, by Stephen M. North (Feb), 98-100.
- Lovejoy, Kim Brian, Review of *Research Projects for College Students: What to Write Across the Curriculum*, by Marilyn Lutzker (May), 247-48.
- Lunsford, Andrea A., Review of *Quintilian on the Teaching of Speaking and Writing*, edited by James J. Murphy (May), 229-30.
- McLeod, Susan H., "Writing Across the Curriculum: The Second Stage, and Beyond" (Oct), 337-43.
- Meyer, Paul R., Review of *Response to Student Writing* by Sarah W. Freedman (Feb), 102-03.
- Minor, Walter S., "Response to Richard H. Haswell's 'Dark Shadows'" (May), 226-27.
- Moran, Charles, Review of *Plato, Derrida, and Writing*, by Jasper Neel (May), 234-36.
- Moxley, Joseph M. and Gary A. Olson, "Directing Freshman Composition: The Limits of Authority" (Feb), 51-60.
- "Multicultural Classrooms, Monocultural Teachers," Terry Dean (Feb), 23-37.
- Murphy, Ann, "Transference and Resistance in the Basic Writing Classroom: Problematics and Praxis" (May), 175-87.
- Murphy, Richard J., Jr., "On Stories and Scholarship" (Dec), 466-72.
- Myers, Greg, Review of *Vocabulary: Applied Linguistic Perspectives*, by Ronald Carter (May), 243-44.
- Ney, James W., Review of *The Complete Plain Words*, by Sir Ernest Gowers (Dec), 489-90.
- Nienhuis, Terry, Review of *Focus on Collaborative Learning*, by Jeff Golub (Oct), 355-56.
- Olson, Gary A. and Joseph M. Moxley, "Directing Freshman Composition: The Limits of Authority" (Feb), 51-60.
- "On Stories and Scholarship," Richard J. Murphy, Jr. (Dec), 466-72.
- Penticoff, Richard, Review of *Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff*, by Louise Z. Smith (Oct), 350-52.
- "Potato Pancakes," Pegi Deitz Shea (May), 151.
- "Process Paradigms in Design and Composition: Affinities and Directions," Charles Kostelnick (Oct), 267-81.
- "Publishing a Newsletter: Making Composition Classes More Meaningful," Jan Fluitt-Dupuy (May), 219-23.
- Raimes, Ann, Review of *Writing Across Languages and Cultures: Issues in Contrastive Rhetoric*, edited by Alan C. Purves (Dec), 491-92.

- Rankin, Elizabeth, Review of *Student Writing Groups: Demonstrating the Process* (Oct), 356-57.
- Ray, Ruth and Ellen Barton, "Response to Christina Haas and Linda Flower, 'Rhetorical Reading Strategies and the Construction of Meaning'" (Dec), 480-81.
- Raymond, James C., Review of *The Making of Knowledge in Composition: Portrait of an Emerging Field*, by Stephen M. North (Feb), 93-95.
- "Reply to Ruth Ray and Ellen Barton," Christina Haas and Linda Flower (Dec), 482.
- "Reply to Walter S. Minot," Richard S. Haswell (May), 226-27.
- "Response to Carroll Viera, 'The Grammarian as Basic Writer,'" Thomas Friedmann (May), 225-226.
- "Response to Christina Haas and Linda Flower, 'Rhetorical Reading Strategies and the Construction of Meaning,'" Ruth Ray and Ellen Barton (Dec), 480-81.
- "Response to Richard H. Haswell, 'Dark Shadows,'" Walter S. Minot (May), 226-27.
- Rice, William C. and Delores K. Schriener, "Computer Conferencing and Collaborative Learning: A Discourse Community at Work" (Dec), 472-78.
- "Riddle 28," Ann Harleman (Dec), 458.
- Ritchie, Joy S., "Beginning Writers: Diverse Voices and Individual Identity" (May), 152-74.
- Royster, Jacqueline Jones, Review of *Lives on the Boundary: The Struggle and Achievement of America's Underprepared*, by Mike Rose (Oct), 349-50.
- Schilb, John, "Composition and Poststructuralism: A Tale of Two Conferences" (Dec), 422-43.
- Schilb, John, Review of *The Art of Wondering: A Revisionist Return to the History of Rhetoric*, by William A. Covino (May), 233-34.
- Schreffler, Peter H., "'Where All the Children Are above Average': Garrison Keillor as a Model for Personal Narrative Assignments" (Feb), 82-85.
- Schriener, Delores K. and William C. Rice, "Computer Conferencing and Collaborative Learning: A Discourse Community at Work" (Dec), 472-78.
- Schwartz, Mimi, "Wearing the Shoe on the Other Foot: Teacher as Student Writer" (May), 203-10.
- Seabury, Marcia Bundy, "The Abstraction Ladder in Freshman Composition" (Feb), 89-92.
- Shea, Pegi Deitz, "Potato Pancakes" (May), 151.
- Shen, Fan, "The Classroom and the Wider Culture: Identity as a Key in Learning English Composition" (Dec), 459-66.
- "Silencing the Soundtrack: An Alternative to Marginal Comments," Dana A. Heller (May), 210-15.
- Smith, Leonora, "Fish, Spring, Window" (Dec), 443.
- Smith, Susan Belasco, Review of *The I-Search Paper*, by Ken Macrorie (Oct), 360-61.
- "Song of Conjugation: Or a Reading Between the Leaves," Tony Zurlo (Dec), 413.
- "Statement of Principles and Standards for the Postsecondary Teaching of Writing," Conference on College Composition and Communication (Oct), 329-36.
- Stewart, Donald C., "What Is an English Major, and What Should It Be?" (May), 188-202.
- Summerfield, Geoffrey, Review of *The Word for Teaching is Learning: Essays for James Britton*, edited by Martin Lightfoot and Nancy Martin (May), 238-39.
- Thomas, Trudelle, "Demystifying the Job Search: A Guide for Candidates" (Oct), 312-27.
- Tinberg, Howard, "Ethnography in the Writing Classroom" (Feb), 79-82.
- Tobin, Lad, "Bridging Gaps: Analyzing Our Students' Metaphors for Composing" (Dec), 444-58.

- "Transference and Resistance in the Basic Writing Classroom: Problematics and Praxis," Ann Murphy (May), 175-87.
- "Understanding *Hiroshima*: An Assignment Sequence for Freshman English," Richard Jenseth (May), 215-19.
- "Using Ethical Questions to Develop Autonomy in Student Researchers," Anne C. Coon (Feb), 85-89.
- "Wearing the Shoe on the Other Foot: Teacher as Student Writer," Mimi Schwartz (May), 203-210.
- "What Is an English Major, and What Should It Be?," Donald C. Stewart (May), 188-202.
- "Where All the Children Are above Average': Garrison Keillor as a Model for Personal Narrative Assignments," Peter H. Schreffler (Feb), 82-85.
- Winterowd, W. Ross, "Composition Textbooks: Publisher-Author Relationships" (May), 139-51.
- Woods, William F., Review of *Human Communication as Narration: Toward a Philosophy of Reason, Value and Action*, by Walter R. Fisher (May), 236-38.
- "Writing Across the Curriculum: The Second Stage, and Beyond," Susan H. McLeod (Oct), 337-42.
- Young, Art, Review of *Improving Student Writing: A Guidebook for Faculty in All Disciplines*, by Andrew Moss and Carol Holder (Feb), 104-05.
- Zurlo, Tony, "Song of Conjugation: Or a Reading Between the Leaves" (Dec), 413.

Books Reviewed

- Bazerman, Charles, *Shaping Written Knowledge: The Genre and the Activity of the Experimental Article in Science*, rev. Reed Way Dasenbrock (Oct), 354-55.
- Carter, Ronald, *Vocabulary: Applied Linguistic Perspectives*, rev. Greg Myers (May), 243-44.
- Coles, William E. Jr., *The Plural I—and After*, rev. Kim Flachmann (Oct), 357-60.
- Coles, William E. Jr., *Seeing Through Writing*, rev. Kim Flachmann (Oct), 357-60.
- Covino, William A., *The Art of Wondering: A Revisionist Return to the History of Rhetoric*, rev. John Schilb (May), 233-34.
- Enos, Richard Leo, *The Literate Mode of Cicero's Legal Rhetoric*, rev. John T. Gage (May), 230-31.
- Fisher, Walter R., *Toward a Philosophy of Reason, Value and Action*, rev. William F. Woods (May), 236-38.
- Freedman, Sarah W., *Response to Student Writing*, rev. Paul R. Meyer (Feb), 102-03.
- Golub, Jeff, *Focus on Collaborative Learning*, rev. Terry Nienhuis (Oct), 355-56.
- Gorman, Tom P., Alan C. Purves, and R. Elaine Degenhart, eds., *The IEA Study of Written Composition I: The International Writing Tasks and Scoring Scales*, rev. Karen L. Greenberg (May), 244-45.
- Gowers, Sir Ernest, *The Complete Plain Words*, rev. James W. Ney (Dec), 489-90.
- Langer, Judith A., and Arthur N. Applebee, *How Writing Shapes Thinking: A Study of Teaching and Learning*, rev. Anne J. Herrington (Feb), 100-02.
- Lauer, Janice M. and J. William Asher, *Composition Research/Empirical Designs*, rev. Betty Bamberg (Oct), 352-53.
- Lightfoot, Martin and Nancy Martin, *The Word for Teaching is Learning: Essays for James Britton*, rev. Geoffrey Summerfield (May), 238-39.
- Lutzker, Marilyn, *Research Projects for College Students: What to Write Across the Curriculum*, rev. Kim Brian Lovejoy (May), 247-48.
- Macrorie, Ken, *The I-Search Paper*, rev. Susan Belasco Smith (Oct), 360-61.

- Meyer, Charles F., *A Linguistic Study of American Punctuation*, rev. Kim Sy Dow Campbell (May), 242-43.
- Moss, Andrew and Carol Holder, *Improving Student Writing: A Guidebook for Faculty in All Disciplines*, rev. Art Young (Feb), 104-05.
- Murphy, James J., ed., *Quintilian on the Teaching of Speaking and Writing*, rev. Andrea A. Lunsford (May), 229-230.
- Neel, Jasper, *Plato, Derrida, and Writing*, rev. Charles Moran (May), 234-236.
- North, Stephen M., *The Making of Knowledge in Composition: Portrait of an Emerging Field*, rev. James C. Raymond, Richard L. Larson, and Richard Lloyd-Jones (Feb), 93-100.
- Purves, Alan C., ed., *Writing Across Languages and Cultures: Issues in Contrastive Rhetoric*, rev. Ann Raimes (Dec), 491-92.
- Rafoth, Bennett A. and Donald L. Rubin, eds., *The Social Construction of Written Communication*, rev. Patricia Bizzell (Dec), 483-86.
- Rose, Mike, *Lives on the Boundary: The Struggle and Achievement of America's Underprepared*, rev. Jacqueline Jones Royster (Oct), 349-50.
- Smith, Frank, *Joining the Literacy Club: Further Essays into Education*, rev. Donna Gorrell (May), 241-42.
- Smith, Louise Z., *Audits of Meaning: A Festschrift in Honor of Ann E. Berthoff*, rev. Richard Penticoff (Oct), 350-52.
- Spear, Karen, *Sharing Writing: Peer Response Groups in English Classes*, rev. Delores Lipscomb (Feb), 103-104.
- Student Writing Groups: Demonstrating the Process*, rev. Elizabeth Rankin (Oct), 356-57.
- Tuman, Myron C., *A Preface to Literacy: An Inquiry into Pedagogy, Practice, and Progress*, rev. John Clifford (May), 239-41.
- Vande Kopple, William, *Clear and Coherent Prose: A Functional Approach*, rev. Phillip Arrington and Frank Farmer (Dec), 486-89.
- Vickers, Brian, *In Defence of Rhetoric*, rev. Timothy W. Crusius (May), 231-232.
- Waldrep, Tom, ed. *Writers on Writing, Volume II*, rev. I. Hashimoto (May), 245-46.
- Walvoord, Barbara E., *Three Steps to Revising Your Writing for Style, Grammar, Punctuation, and Spelling*, rev. Phillip Arrington and Frank Farmer (Dec), 486-89.
- Williams, Joseph M., *Style: Ten Lessons in Clarity and Grace*, rev. Phillip Arrington and Frank Farmer (Dec), 486-89.

